

Promoting Student Success: DEEP Lessons for Teaching and Learning

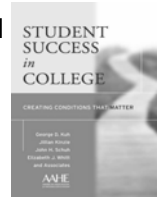
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Overview



- Context for concern about quality in undergraduate education
- Overview of Project DEEP
- Conditions for Educational Effectiveness
- Lessons for Teaching and Learning
- Discussion



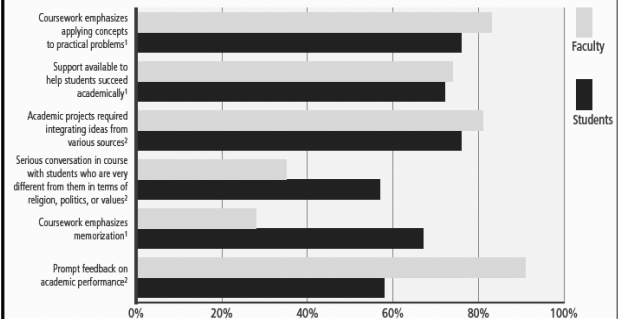
Current Context:

Compelling data:

1. College graduation rate hovers around 50%
2. Not an option to admit only the most talented and well-prepared
3. Full-time students spend an average of 13 hrs per week studying (Hrs. recommended by faculty = 20-25)
4. 24% faculty report courses require memorization, while 64% students felt this was the case
5. Faculty spend 42% of class time lecturing

NSSE – FSSE comparison data

Selected Faculty and Student Views of the Student Experience



¹ = percent responding "very much" or "quite a bit"
² = percent responding "very often" or "often"

Challenges:

Assertion: Too few students are getting the most out of their college education.

- How do we get more students to take greater advantage of educational opportunities?
- To what extent are you willing to increase your investment in student success initiatives?
- Are you willing to consider the effectiveness of current practice in teaching and learning?
- How do you know that what you're doing enhances student success?

Reflective Moment:

❖ Identify one thing you do, or your campus does, that makes a significant contribution to student success

Student Success: Lessons From the Research

- What matters most is what students do, not who they are
- A key factor is the quality of effort students expend
- Educationally effective institutions channel student energy toward the right activities

Good Practice in Undergraduate Education (Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)

- ✓ Student-faculty contact
- ✓ Active learning
- ✓ Prompt feedback
- ✓ Time on task
- ✓ High expectations
- ✓ Respect for diverse learning styles
- ✓ Cooperation among students



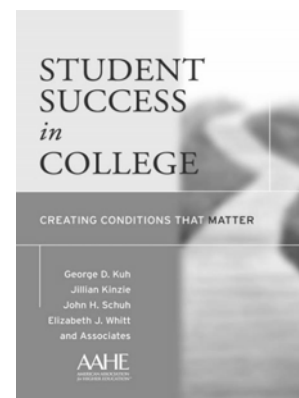
What *Really* Matters in College: Student Engagement



Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement.

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 602

What does an educationally effective college look like at the turn of the 21st century?



Jossey-Bass
March 2005

Project DEEP

To discover, document, and describe what strong performing institutions do to achieve their notable level of effectiveness.



DEEP Guiding Questions:

- What do strong-performing colleges and universities do to promote student success?
- What campus features -- policies, programs, and practices -- are related to higher-than-predicted graduation rates and student engagement?

DEEP Selection Criteria

Controlling for student and institutional characteristics (i.e., selectivity, diversity, institutional type), DEEP schools have:

- Higher-than-predicted graduation rates
- Higher-than-predicted NSSE scores

Region and institutional type, special mission



Research Approach

➤ Case study method

- Team of 24 researchers review institutional documents and conduct multiple-day site visits, 2 visits to each school
- Observe individuals, classes, events, offices, public space
- Individual and group meetings
 - 2,700+ people, 60 classes, 30 events,
- Discover and describe effective practices and programs, campus culture
- Interim report, debriefings, final report

Project DEEP Schools

Doctoral Extensives

University of Kansas
University of Michigan

Doctoral Intensives

George Mason University
Miami University (Ohio)
University of Texas El Paso

Master's Granting

Fayetteville State University
Gonzaga University
Longwood University

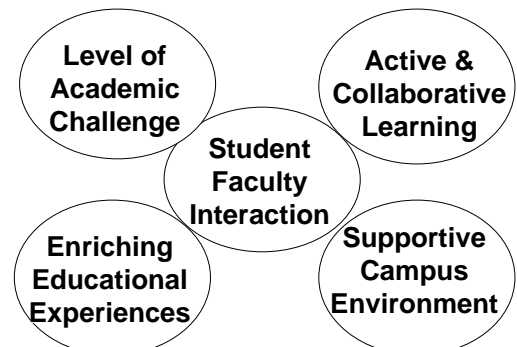
Liberal Arts

California State, Monterey Bay
Macalester College
Sweet Briar College
The Evergreen State College
Sewanee: University of the South
Ursinus College
Wabash College
Wheaton College (MA)
Wofford College

Baccalaureate General

Alverno College
University of Maine at Farmington
Winston-Salem State University

NSSE Clusters of Effective Educational Practices



Six Shared Conditions

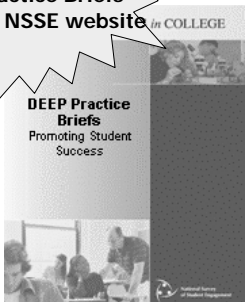
1. "Living" Mission and "Lived" Educational Philosophy
2. Unshakeable Focus on Student Learning
3. Environments Adapted for Educational Enrichment
4. Clear Pathways to Student Success
5. Improvement-Oriented Ethos
6. Shared Responsibility for Educational Quality

DEEP Practice Briefs

Titles of interest to POD:

- ✓Kuh, G.D. (2005). What campus leaders can do. Occasional Paper No. 1.
- ✓Chickering, A.W. & Kuh, G.D. (2005). Creating conditions so every student can learn. Occasional Paper No. 3.
- ✓Schuh, J.H. & Kuh, G.D. (2005). What department chairs can do. Occasional Paper No. 10.
- ✓De Sousa, D.J. (2005). What advisors can do. Occasional Paper No. 11.

Download DEEP Practice Briefs from NSSE website



DEEP Lessons for Faculty

1. Embrace undergraduates and their learning

- Senior faculty send a strong message to their colleagues when they teach lower division courses and experiment with engaging pedagogies.
- every student can learn under the right conditions

SOURCE: Kinzie, J. (2005). What faculty members can do. Occasional Paper No. 6. and Cambridge, B.L. (2005). What new faculty need to know. Occasional Paper No. 12.

Embrace Undergraduates & Their Learning



- CSUMB faculty act on "Three R's" -- Recognize, Respect, and Respond to, the wide-ranging individual differences among diverse learners
- Students prior knowledge and experience used as bridge to connect students to curriculum

DEEP Lessons for Faculty

2. Set, communicate, & maintain high expectations for student performance

- Academic challenge is not just about piling on academic work, rather it's the appropriate calibration of reading & writing assignments to student ability

-- FSSE data corroborates: faculty with higher-than-average expectations have students with higher level of involvement in educational practices & greater gains from college experiences

High Expectations & Accountability



- Fayetteville State University faculty: "You must teach the students you have, not the ones you wish you had." The philosophy is, "We will meet you where you are, but we will tell you where we want you to go." Faculty concerned about their total personal development – academic and personal, intellectual and social. The Center for Teaching and Learning helps faculty learn to assess the abilities of individual students.

Socialize New Students to High Expectations



- Miami University, Wheaton and Wofford use pre-enrollment summer reading activities, including exchanging essays between students and faculty, to establish expectations for participating in intellectual discourse

DEEP Lessons for Faculty

3. Clarify what students need to do to succeed

- Students will better manage academic challenges if they have an idea of what to expect and when and how to deal with these issues
- Do not leave students to discover on their own what it takes to be successful
- If activity or experience is valuable, consider requiring it (e.g., must revise assignment with a writing tutor)

Clarify What Students Need to do to Succeed



- Ursinus College mission claims a distinct mission to develop “independent learners.” All students now required to complete an “Independent Learning Experience (ILE)” to graduate.

ILEs = independent research, internship, field experience; department committee approves what satisfies requirement

DEEP Lessons for Faculty

4. Use engaging pedagogical approaches

- students benefit from: peer teaching opportunities; concrete applications of coursework to their lives outside the classroom; variation in teaching approaches; all forms of active learning...games; simulations; presentations; quizzes
- Faculty who experiment are supported by Teaching and Learning Centers, Teaching Awards (KU); Faculty Salons (Ursinus)

Engaging Pedagogies



- UTEP learning communities (3 clustered courses) emphasize active and collaborative learning, structured group presentations, peer evaluation, and meetings outside of class
- Clustering insures that their mostly commuter population see some of their peers regularly, facilitates studying other peer learning

Engaging Pedagogies



- U of Kansas: Technology enriched learning

Faculty make **LARGE** lecture classes engaging via “interactive lecturing” using PowerPoint, Blackboard software, pop quizzes, and other video technology in class. Students actively participate “on screen” and in peer learning groups

DEEP Lessons for Faculty

- 5. Provide meaningful feedback to students
 - timeline, formative assessment & feedback vital to maximize students’ learning
 - peer evaluation enhances responsibility to students’ study and/or work group & self assessment encourages reflection on quality of their own effort.
 - Model importance of giving and using feedback by asking students about the helpfulness of your feedback and telling them how you’re using their ideas to improve your own teaching

Meaningful Feedback



- Alverno College well known for integrated approach to assessment. Feedback comes from variety of sources: “external assessors,” and peer and self assessment
- Sewanee and Sweet Briar faculty are expected to provide meaningful, extensive and encouraging feedback to students; students expect to be in dialogue with faculty around feedback

DEEP Lessons for Faculty

6. Value diversity

- students exposed to diverse perspectives report higher levels of academic challenge, more active & collaborative learning, & supportive campus environment.
- Crucial for a school where racial/ethnic diversity ratios may be smaller

Cross-cultural experiences



- Alverno and George Mason intentionally craft shorter study abroad experiences that meet the needs of their non-traditional population. Similarly, Kansas and University of Maine, Farmington arrange class-based trips that are more accessible to their first generation students

DEEP Lessons for Faculty

7. Make time for students

- no substitute for human contact: face-to-face, or e-mail
- Involve students in all committees, shared governance increases likelihood of out of class contact with faculty
- Electronic office hours, invite students to email drafts, post to discussion boards

Reinforce academic engagement outside the classroom



Fayetteville State academic departments sponsor academic clubs with faculty advisors. College of Education sponsors 10 student organizations that connect classroom content with co-curricular experiences. Some organizations provide tutoring services.

DEEP considerations for Teaching and Learning

- To what degree do you employ these approaches in your teaching?
- Can you identify more specific teaching and learning practices that respond to DEEP lessons?
- To what extent are DEEP practices used and encouraged on your campus?
- What barriers exist to their use?
- What might you do differently in your own practice based on DEEP findings?

Creating Student Success Oriented Cultures is not without Challenges....

- Must hire the "right" educators
- Balancing demands for teaching and research
- Recognizing faculty for experimenting and employing engaging pedagogy
- Overworked faculty

Discussion and Comments

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